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# STUDENTS' SPEAKING PERFORMANCE AND ITS BARRIER FACTORS AT ISLAMIC SENIOR HIGH SCHOOL DARUL HUDA LIRIK INDRAGIRI HULU



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PEKANBARU  
1442 H./2021 M.



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State Islamic University of Sultan Syarif Kasim Riau

# STUDENTS' SPEAKING PERFORMANCE AND ITS BARRIER FACTORS AT ISLAMIC SENIOR HIGH SCHOOL DARUL HUDA LIRIK INDRAGIRI HULU

A Thesis

Submitted in Partial Fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S.Pd.)



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## SUPERVISOR APPROVAL

The thesis entitled *Students' Speaking Performance and Its Barrier Factors at Islamic Senior High School Darul Huda Lirik Indragiri Hulu* is written by Suci Nurhaliza, SIN. 11513203710. It is accepted and approved to be examined in the final examination by the supervisor and the head of English Education Department to fulfill one of requirements for getting Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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**EXAMINER APPROVAL**

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Pekanbaru, February 2021

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## ABSTRAK

**Suci Nurhaliza, (2021): Penampilan Berbicara Siswa dan Faktor-Faktor Penghalangnya di SMA Islam Darul Huda Lirik Indragiri Hulu.**

Penelitian ini menginvestigasi faktor-faktor penghalang dalam penampilan berbicara siswa di kelas sebelas SMA Islam Darul Huda Lirik Indragiri Hulu. Ada satu variabel dalam penelitian ini yaitu faktor-faktor penghalang dalam penampilan berbicara siswa. Subjek penelitian ini adalah siswa kelas sebelas SMA Islam Darul Huda Lirik Indragiri Hulu. Tujuan penelitian ini adalah untuk mengetahui faktor-faktor penghalang dalam penampilan berbicara siswa. Penelitian ini merupakan penelitian kuantitatif. Populasi dari siswa kelas sebelas SMA Islam Darul Huda Lirik Indragiri Hulu berjumlah 28 siswa. Penulis menggunakan teknik sampel purposive dikarenakan penulis mengambil satu kelas sebagai sampel dan satu kelas yang lain sebagai kelas uji coba validitas angket yang digunakan untuk mengukur faktor-faktor penghalang dalam penampilan berbicara siswa. Hasil dari penelitian ini menunjukkan sebanyak 63.34% siswa memiliki motivasi yang rendah, 98.33% siswa memiliki tingkat kecemasan yang tinggi dan 76.67% siswa memiliki rasa harga diri yang rendah. Berdasarkan hasil tersebut disimpulkan bahwa kecemasan merupakan faktor penghalang yang paling dominan dalam penampilan berbicara siswa.

**Kata kunci:** *Penampilan Berbicara, Faktor-Faktor Penghalang.*



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## ABSTRACT

**Suci Nurhaliza, (2021): Students' Speaking Performance and its Barrier Factors at Islamic Senior High School Darul Huda Lirik Indragiri Hulu.**

This research was investigated barrier factors in students' speaking performance at eleventh grade of Islamic Senior High School Darul Huda Lirik Indragiri Hulu. There was one variable that used in this research (barrier factors in students' speaking performance). The subject of this research was the eleventh grade students of Islamic Senior High School Darul Huda Lirik Indragiri Hulu and the object of this research was to find out what is the dominant barrier factors in students' speaking performance. This research was quantitative research. The population of this research was 28 students at eleventh grade of Islamic Senior High School Darul Huda Lirik Indragiri Hulu. The researcher used purposive sampling because the researcher took one class as a sample and the other one class as a trial class for questionnaire validity. In obtaining the data, the researcher used questionnaire in measuring barrier factors in students' speaking performance. The result of this research showed that 63.34% of the students have low motivation, 98.33% of the students have high anxiety and 76.67% of the students have low self-esteem. Based on the result of the research, it can be conclude that anxiety is the dominant barrier factor in students' speaking performance.

**Keywords:** *Speaking Performance, Barrier Factors.*





## ملخص

سوجي نورهاлиза، (2021): تحليل العوامل المثبطة في مهارة الكلام لدى التلاميذ في مدرسة دار الهدى الثانوية الإسلامية ليريك إندراغيري هولو.

يبحث هذا البحث حول العوامل المثبطة في مهارة الكلام لدى التلاميذ في مدرسة دار الهدى الثانوية الإسلامية ليريك إندراغيري هولو. في هذا البحث متغير واحد وهو العامل المثبطة في مهارة الكلام لدى التلاميذ. الأفراد تلاميذ الفصل الحادي عشر في مدرسة دار الهدى الثانوية الإسلامية ليريك إندراغيري هولو. الغرض من هذا البحث هو معرفة العامل المثبطة في مهارة الكلام لدى التلاميذ. هذا البحث هو بحث كمي. بلغ عدد تلاميذ الفصل الحادي في مدرسة دار الهدى الثانوية الإسلامية ليريك إندراغيري هولو 28 تلميذا. استخدمت الباحثة تقنية أخذ العينة المصادفة لأنها أخذت فصلا واحدا كعينة وفصلا واحدا كفصل تجريبي لصلاحية الاستبيان المستخدم لقياس العوامل المثبطة في مهارة الكلام لدى التلاميذ. أظهرت نتائج هذا البحث أن 34,63% من التلاميذ لديهم دافع منخفض، و 33,98% منهم لديهم مستويات عالية من القلق و 67,76% منهم لديهم عزة النفس المنخفضة. وبناءً على هذه النتائج، استنتج أن القلق هو معظم العوامل في مهارة الكلام لدى التلاميذ.

الكلمات الأساسية : عوامل مثبطة، مهارة الكلام

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Speaking is one of the language skills that play an important role in communication human beings, especially in verbal communication. According to Bygate (1987, p.1) states that speaking is the ability in using oral language to express ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer. Also Widdowson (1978, p. 58-59) argues that speaking is a productive skill which involves receptive and productive participation. It means that speaking is an interactive process that includes producing, receiving, and processing information.

Islamic Senior High School Darul Huda Lirik is one of formal senior high school in Indragiri Hulu Regency, this school provides English lesson for the students, including speaking. Regarding to Curriculum 2013, students are able to communicate in interpersonal, transactional, and functional about self, family, people, animals and things, concretely and imaginatively with their life and their daily activities at home, school and society.

Based on the quotation above, it has clearly showed that speaking needs several aspects to be mastered. It means when students are not able to master the aspects which are needed in speaking, the teaching and learning process will not be effective. When the students cannot require all these aspects, the purpose of speaking is unreached.





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In preliminary research at Islamic Senior High School Darul Huda Lirik Inragiri Hulu, the researcher interviewed the English teacher and found that some of students still had difficulties in speaking performance. Some of the students were not able to speak fluently, felt ashamed to speak in front of the class, felt shyness and anxious and affraid of making mistake while speaking. The students' difficulties were reflected from their achievement in speaking test score. Their score of speaking did not achieve the Minimum Criteria Achievement (MCA) which is 75. The researcher found out from 28 students only 9 students or 30% of the students could reach good level, 7 students or 25% of the students in average level and 12 students or 45% in poor level. From this percentage, it can be concluded that the students speaking performance is low.

Also, in that interview the researcher found that the English teacher used speaking materials not only from the textbook, but also supported by materials from other sources such as internet and newspaper. In teaching process, the teacher applied some startegies in developing students' speaking performance. Also this school supported by some complete facilities for teaching and learning process such as language laboratory and library. Based on informal interview with students, the researcher found that some students were afraid to speak in front of the class with incorrect grammar and vocabulary. The students felt shy to speak because they thought their classmates will laugh at them when they make mistakes. The students reluctance to speak and respond the teacher because they felt anxious when the teacher correcting their mistakes in front of the classmates.



This facts indicate that there is a problem in students that caused them got difficulties and low score in speaking performance despite that in the learning process they were supported by various materials and some facilities and also the teacher that used some strategies in teaching process.

There are several factors that affect students' speaking performance in learning English. It can be a barrier that hinder the students in producing good speaking performance. According to Aouatef (2015, p. 57) argues that lack of motivation, low self-esteem and anxiety are the potential factors that hinder students in speaking performance. Brown (2001, p. 89-92) asserts that shyness or anxiety are considered as the main causes of students' reluctance to speak. This is also in line with Gebhard (2000, in Juhana, 2012, p. 100) says that the students' problem in speaking is caused mostly by their shyness or anxiety. In addition, Brown (2000, p. 142) states that low self-esteem, anxiety and lack of motivation are the urgent aspects in assigning the successfulness of students' language learning.

Based on the problems that exist at Islamic Senior High School Darul Huda Lirik Indragiri Hulu, the researcher found the following phenomenon:

1. Some of the students were afraid of making mistakes in speaking.
2. Some of the students were feeling anxious in speaking.
3. Some of the students were rarely respond the teacher in speaking class.
4. Some of the students were feeling nervous in speaking.
5. Some of the students were not confident to speak English in front of the class.

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Based on the problems mentioned above, researcher is interested in investigating a research entitled **“Students’ Speaking Performance and Its Barrier Factors at Islamic Senior High School Darul Huda Lirik Indragiri Hulu”**.

## B. Problem

### 1. Identification of the Problem

Based on the explanation above, the researcher identified the problem as follows:

- a. Why do students afraid of making mistakes in speaking?
- b. Why do students feeling anxious in speaking?
- c. Why do students rarely respond the teacher in speaking class?
- d. Why do students feeling nervous in speaking?
- e. Why do the students not confident to speak English in front of the class?

### 2. Limitation of the Problem

Based on the identification of the problem above, the researcher found there are some problems involved. It is important for the researcher to limit the problem that will be studied. Therefore, the researcher focused on investigating about the students’ speaking performance and its barrier factors at eleventh grade students of Islamic Senior High School Darul Huda Lirik Indragiri Hulu.

### 3. Formulation of the Problem

- a. How is students’ speaking performance at Islamic Senior High School Darul Huda Lirik Indragiri Hulu?
- b. What is the dominant barrier factor in students’ speaking performance at Islamic Senior High School Darul Huda Lirik Indragiri Hulu?



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## C. Objectives and Significance of the Research

### 1. Objectives of the Research

Based on the formulation of the problem, objectives of the research are:

- a. To find out how students' speaking performance is.
- b. To find out the dominant barrier factor in students' speaking performance.

### 2. Significance of the Research

- a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are expected to be useful and valuable, especially for the students and the teachers of English at the eleventh grade of at Islamic Senior High School Darul Huda Lirik Indragiri Hulu to be further teaching and learning process.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign/second language.
- d. Finally, these research findings are also expected to be practical and theoretical information to development of theories on language teaching in general.

## D. Reason for Choosing the Title

There are some reasons why the researcher was interested in carrying out this research. The reasons are:

1. The title of the research is relevant with the researcher status as a student of English Education Department.





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2. The title of the research is not yet investigated by other previous researchers.
3. The location of this research facilitates the researcher in conducting the research.

#### E. Definition of the Term

Speaking Performance is an ability to speak fluently and communicate effectively, to use language structure and vocabulary in the right context and to use appropriate pronunciation. In this research, speaking performance refers to students' ability to speak English in front of the class.

Barrier Factors is the factors that prevent movement or access or circumstances which keep people or things from moving forward or achieving something. In this research, barrier factors refer that some factors that hinder the students in their speaking performance

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. Speaking

##### a. Speaking Performance

There are a lot of definitions of the word speaking that have been suggested by the researchers in language learning. According to Donough and Shaw (2013, p. 157) state that speaking is a skill which enables people to produce utterances when communicating to achieve a particular end. This may involve expressing ideas, wishes or opinions, negotiating or solving problems, or establishing or maintaining social relationships. Also Brown and Yule (1983, p. 25) state that speaking is to express the needs, request, information and service. The speaker says words to the listener not only to express what in his/her mind but also to express what he needs. It is mean that speaker and listener participate in oral communication process, and they use a productive skill which is speaking and receptive skill which is listening.

Persons need communication when they want to say something and transmit information. According to Brown (2004, p. 140) defines that speaking is oral interaction where participants need to negotiate meaning contained in ideas: feeding information and manage in term of who said to what, to whom and about what. Also Harmer (2007, p. 59) says that communication is a complex process. Speakers use communication when they are going to inform someone about something. In addition, Thornbury (2005, p. 9) states that speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact,



facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow. So speakers should be both listeners and speakers at the same time for the effective communication.

Thus, the researcher concluded that speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. Its form and meaning are dependent on the context in which it occurs including the participants themselves, their collective experiences, the physical environment and the purpose of speaking.

### **b. Components of Speaking Performance**

In order to speak the language properly, students should practise the language frequently as much as they can. Every language is made up of different parts and components that people rely on in order to understand the language.

In speaking, Hasibuan and Ansyari (2007, p.101) argue that speaking ability is the measure of knowing language. It means that ability is the description of someone who is able to speak grammatically and fluently. According to Lado (1964, p. 32-33) states that speaking is the ability to report acts or situation in precise word or the ability to express a sequence of ideas fluently. In addition, speaking is not only means how to speak fluently and correctly, but it also has some aspects that explain the way to produce the utterances or sentences meaningfully and accurately to be understood by the hearers. Brown (2004, p.172-173) states that there are some components that should be considered to master speaking ability; they are grammar, vocabulary, pronunciation, fluency and comprehension.

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## 1. Grammar

Grammar is important to master in oral language in order to form correct sentences in conversation. According to Nelson (2001) states that grammar is the arrangement of words in a sentence. Using the correct grammar makes someone know the real meaning of the sentences and help the listener to know when the action happens, where action takes place, who is audience and who is the speaker.

## 2. Vocabulary

In speaking, students demand to have a rich vocabulary in order to be able to speak effectively to explain using synonymes and opposites. According to Hedge (2000) says that the neglect of vocabulary is an error that potentially more misleading than grammar. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. Without having a sufficient vocabulary, learners can not communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also an obstacle for learners in learning a language. So learners should be able to use words and expressions correctly.

## 3. Pronunciation

Pronunciation is important in speaking because inappropriate pronunciation can influence meaning of words and causes misunderstanding from the part of the listener. Harmer (2007) states the way the sentence is spoken will also determine exactly what it means. According to Thornbury (2005) that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master

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phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

#### 4. Fluency

According to Hedge (2000) says that fluency is the ability to connect the units of speech together with facility, appropriate strain, and without any hesitation. In addition Hughes (2011) defines fluency as the language learner's ability to speak in reasonable, understandably and accurately without too much hesitation in order to not break down the communication because listeners will lose their interest. Thornbury (2005) declares that speed and pausing are important factors in fluency because all speakers need to take breath even the native speaker to let the interlocutors catch up what they said.

#### 5. Comprehension

According to Heaton (1991, p. 35) denotes that comprehension is an ability of understanding the speakers' intention and general meaning. Also Swan (2002) states that comprehension is knowing an understanding. It indicates that, comprehension refers to the speakers' understanding about what are they saying to the listeners in order to avoid misunderstanding information.

#### 6. Barrier Factors in Speaking Performance

##### a. The Nature of Barrier Factors

Speaking has many different aspects. One of the important aspects is fluency. It can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with what ever resources and ability they have got, regardless of



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grammatical and other mistakes. It is not always easy to speak fluently in a foreign language. This may be because some people are nervous about speaking or because of other factors. People can help themselves to sound fluently and in control if they build up their confidence by learning how to use techniques which give them time to think (Ellis, 2000).

According to the researchers, to become a fluent English speaker, the students must study and master listening and speaking. Therefore, the more they practice both skills, the more they will be able to improve their speaking skills. Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. There are so many factors that influence our impression of how well someone can speak a language (Luoma 2011).

In foreign language teaching and learning, speaking as a productive skill is very important skill which the learner should acquire. As the foreign language learners, they may encounter a wide variety of difficulties in producing speaking. Learners still face difficulties in speaking English during oral classes, for example sometimes they forget words, hesitate to speak, afraid of making mistake and less participation in speaking. As a result, learners failure in producing a proper speaking performance. Those difficulties was not only the result of the lack of linguistic rules, but also another factors which intervene in speaking which should be taken into consideration from the part of the teacher.

According to Abu-Ghararah (2005) states that a great attention should be given to speech production. The importance of oral expression should be recognized. Learners should be engaged in a rich environment to stimulate



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speaking. They should share ideas, exchange thoughts and converse in the English language. The EFL teacher should create a positive and relaxed atmosphere for verbal communication. The classroom filter should be low anxiety. It should be friendly, sympathetic and comfortable. The learners should feel that they are accepted by others when they speak. They will feel more self-esteem and self-confident to do better in second language learning. The teacher's positive attitude towards students affect their speaking performance and oral interaction. It is essential for the teachers to help students overcome their difficulties in speaking performance.

Regarding this, there are many barrier factors that hinder the students in speaking ability which have impact on their language learning. According to Aouatef (2015, p. 57) argues that lack of motivation, low self-esteem and anxiety are the potential factors that hinder students in speaking ability. Brown (2001, p. 89-92) asserts that shyness or anxiety are considered as the main causes of students' reluctance to speak. This is also in line with Gebhard (2000, in Juhana, 2012, p. 100) says that the students' problem in speaking is caused mostly by their shyness or anxiety. In addition, Brown (2000, p. 142) states that low self-esteem, anxiety and lack of motivation are the urgent aspects in assigning the successfulness of students' language learning. All these indicate the importance for teachers to help students reduce those feelings to maximize their learning to speak in English. Here are the reviews of some barrier factors in speaking performance.





## 1. Motivation

According to Madrid (2002, p.371) states that motivation is something inside the individual. Harmer (2007, p. 20) says that motivation is the desire to achieve some goals. Being motivated to study the language provides better attitudes and feelings towards learning to perform activities and to learn the language. Many researchers consider motivation as a support to achieve a goal. Robbins and Judge (2015, p. 4) claim that motivation is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. In other words, motivation is an urge which support learners to learn or perform task. In addition, Harmer (2000, p. 51) states that people succeed because they have an inner urge which encourage them to perform things successfully.

Moreover, Pritchard and Ashwood (2008, p. 6) claim that motivation is when you are interested to realise your anticipated target, in other words it includes having the motive, the aim, and the support to perform something or to change the existing ones abilities. Also Gorman (2004, p. 1) argues that motivation is concerned with goal-directed behavior, what it is that pushes us towards certain forms of behavior and not others. Furthermore, motivation is a kind of impulses that moves people to achieve certain expected goals, these urges and motives may come from the love and the enjoyment of what we are doing, for example learners who study English because they love it they are more motivated than others who obliged to learn it; as a result those motivated learners are likely to succeed in their learning. However, there are learners who are not motivated at all to study or to perform tasks but we can rise their motivation by explaining for them the benefits of learning or by using techniques to motivate them, for

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example, pictures, videos, and other authentic aspects of language to make them enjoy learning; consequently, motivation has a direct effect on language learners in terms of their attitudes toward learning and their willingness to learn the language.

## 1.2. Types of Motivation

Researchers have categorized motivation in different types. Some divided them to extrinsic and intrinsic motivation and others categorized them to instrumental and integrative motivation.

### 1.2.1. Intrinsic and Extrinsic Motivation

All of us, from time to time, do things for the reason that we take pleasure in. Also sometimes, we do things just because we expect something in return or reward. Psychologists, in view of that, recognized the difference that exists between intrinsic and extrinsic motivation. They described the portion of people who carry out a given activity just for pleasure and enjoyment within the self as being “intrinsically motivated” and those who carry out a given task for the sake of obtaining external rewards as being “extrinsically motivated”. In other words, extrinsic motivation is fueled by the anticipation of reward from outside and beyond the self (Brown, 2007, p.172). While intrinsic motivation is doing something because the act of doing it is enjoyable in itself (Williams & Burden, 1997, p. 136). In language learning, students who show a great deal of interest when learning a foreign language and a great deal of excitement when practicing it are “intrinsically motivated”. However, those who just learn the language to gain parents' appreciation or teachers' praise are “extrinsically motivated”.

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### 1.2.2. Instrumental and Integrative Motivation

People have many different reasons for studying a foreign language; sometimes people study a language for practical reasons while others have a special admiration for the language and its people. Language teachers are often very aware of the career advantages that language proficiency can bring, but to many language learners, studying the language is only an abstract undertaking required for an academic degree.

According to Gardner (1983, p. 203) defines that instrumental motivation as learning a language because of someone or less clearly perceived utility it might have for the learner. A learner is instrumentally motivated when he/she wants to learn a language to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it (Wilkins, 1972, p. 184). On the other hand, integrative motivation was defined as learning a language because the learner wishes to identify himself with or become integrated into the society of the target language (Gardner, 1983, p. 203). Therefore, a learner is integratively motivated when he/she learns a language because he/she wants to know more of the culture and values of the foreign language group or to make contact with the speakers of the languages or to live in the country concerned (Wilkins, 1972, p. 184).

### 2. Anxiety

Anxiety is a complex phenomena, it is a human feelings of fear, worry, and nervousness. Most people experience anxiety in work, in education, and in any life situations. Learners feel anxiety about different things depending on the learning context they are in. For example, in formal learning contexts, learners

feel anxious about tests, speaking in class, competition with others, while in informal learning contexts, they become anxious when conversing with native speakers and experiencing cultural differences (Ehrman 1996, p. 148).

According to Brown (2000, p. 151) states that anxiety is associated with feelings of uneasiness, frustration, self-doubt and apprehension or worry. Also Horwitz et. al (1986, p. 125) state that anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system. In speaking, some people tend to feel anxious when they speaking English especially in public situation because it is related to an image and judgment from many people about their ability in performing their speaking. Anxiety may influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives learners more comfortable situations in their learning activity.

### 2.1. Types os Anxiety

Anxiety is classified into three types: trait anxiety, state anxiety, and situation-specific anxiety. First, trait anxiety refers to the global or general anxiety, learners' permanent feelings of anxiety whatever the situation is. Trait anxiety means that this anxiety becomes a constant personality variable and a part of learners personality who are always anxious whenever they feel threatening about any thing (Brown, 2000, p. 151). Second type of anxiety is state anxiety which refers to feelings of stress and fear learners experience when they confront a threat. It is a temporary anxiety, a reponse to a stimulus that cause anxiety for

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example before a test, also state anxiety is experienced in relation to some particular event or act. In addition, Eysenck (1992, p. 128) said that state anxiety increases the level of avoidance motivation, largely because of worry and other self-concerned thoughts. The last is situation-specific anxiety, learners are anxious in a specific situations. It is a constant feelings of anxiety when confronting a particular situation. When learners are asked to do things, for example, presenting, discussing, or taking an examination those situations provoke anxiety.

## 2.2. Causes of Anxiety

According to Horwitz et al (1986, p. 127-128) state that anxiety can caused by different sources, they are communication apprehension, fear of negative evaluation and test anxiety. Horwitz also define that communication apprehension is the fear an individual experiences in oral communication. Also they define that communication apprehension as the type of shyness characterized by fear or anxiety about communicating with people. Watson and Friend (1969, p. 448) define that fear of negative evaluation as the apprehension of others' evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively. As a result, they keep silent most of the time and refuse to participate in language classroom activities. According to Horwitz et al (1986) argues that test anxiety is a form of performance anxiety, in which the learner feel the fear of failure and doing badly in a text. Learners who experience text anxiety consider the foreign language process and especially oral production, as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skills.

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### 3. Self - Esteem

According to Brown (2000, p. 145) says that there is no successful cognitive or affective activity can be carried out without some degree of self-esteem. Also Aouatef (2015, p. 14) states that self-esteem is the belief in your abilities that you are capable to do things successfully without fear of failure. It means that the role of self-esteem is important for learners, it will help them in learning a language, because when learners doubt in their abilities to speak, they are not motivated to speak at all or may they do not participate in classroom activities that need more spoken language. As a result teachers should pay attention to this problem and try to help learners build their sense of self-esteem by motivating them through the use of a variety of activities that attract their interest and relax them. Those who have self-esteem are potential to perform speaking in more fluent way because they make the problem of making mistakes becomes the last matter to think about. It can be concluded that since self-esteem becomes one of the influential factors, it can be said that the students with high self-esteem will perceive better achievement rather than those who do not.

#### 3.1. Levels of Self – Esteem

According to Brown (2007) states that there are three levels of self-esteem namely, global, situational and task self-esteem. First, global self-esteem derives from the accumulation of inter and intrapersonal experiences, and from assessments people make of the external world. It is the general evaluation that one makes of oneself over time and across a number of situations. Second, situational or specific self-esteem deals with one's personal appraisals in certain life events. The degree of situational self-esteem may vary according to the

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situations a person confronts. Social interactions such as work, education, and home, or traits such as oral ability, intelligence, or flexibility make up the bulk of situational or specific self-esteem. Third, task self-esteem is named after this name because it is connected to specific or particular tasks in particular circumstances. Such as, in scholar education, task selfesteem is related to one side of subject-matter, or in athletic situations, a certain skill of sport is assessed in relation to task self-esteem, in the language area is one's selfevaluation of a particular aspect of the acquisition process such as speaking, writing, reading, or even a special kind of language drill.

#### B. Relevant Research

There are two relevant researchers that have relevancies to this research. The first is a research by Mustafa (2015), this research was entitled "Psychological Factors Affecting Sudanese EFL learners' Oral Performance: A Case Study of Sudan University of Science and Technology". The aim of this study is to identify the specific psychological factors affecting speaking English.

The data collected by questionnaire and analyzed by SPSS program. The sample for the study was students from third and fourth year of Sudan University of Science and Technology - College of Languages - English Department. The findings of the study indicate that the lack of self-confidence, aptitude and anxiety are the most affecting factors of speaking. In addition, the study points out that these psychological factors can have more impact on speaking than any other language skills.

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The second is a relevant research by Aouatef (2015), this research was entitled “The Main Psychological Factors Affecting Learners’ Oral Performance. Case Study: Second Year LMD Students of English at University of Biskra”. This research attempted to find out the effects of the main psychological factors, motivation, self-esteem and anxiety on developing learners’ oral performance. The purpose of the study was to find out some possible solutions dealing with the causes and effects of the very topic with an aim to help students overcome their lack of confidence and anxiety for ensuring better oral communication. The data collected by questionnaire. The research sample was a group of second year students from the Department of English University of Biskra. The findings of the study indicate that self-esteem, motivation and anxiety constitute the main factors that affect learners’ oral performance in speaking.

The third is a relevant research by Mazouzi (2013), this research was entitled “Analysis of Some Factors Affecting Learners’ Oral Performance”. This research attempted to find out some factors affecting third year pupils’ middle school participation in speaking. The purpose of the study was to find out some possible solution to help learners improving their oral skill. The data collected by questionnaire and interview. The research sample was a group pupils of Nara middle school. The findings of the study indicate that anxiety, lack of motivation and poor self-esteem affected pupils’ oral performance.

There are similarities between this research and the previous researches reported above. First, all researches from the same environment consider factors related to learning English as a foreign language. Second, all previous researches and the current one use questionnaire as the tool in collecting the data.



On the other hand, the differences with two previous researches are in design of the research and the level of education. All previous researches used descriptive qualitative design, while the current research will use descriptive quantitative design. Then, the previous researches are for university students, while the current one is for Islamic Senior High School students.

### C. Operational Concept

Operational concept is used to clarify the theories used in this research in order to avoid misunderstanding and misinterpreting. It is as an important element in scientific study because it is still operated an abstract from the research planning which must be interpreted into particular words in order to make easy to be measured empirically. To know how students' speaking performance is, the researcher will use several indicators as a guidance to conduct the test. These are indicators:

1. The students are able to use correct grammar.
2. The students have sufficient vocabularies.
3. The students are able to produce proper pronunciation.
4. The students are able to speak fluently.
5. The students are able to express comprehensible ideas.

To know the dominant barrier factors in students' speaking performance, the researcher will use several indicators as a guidance to arrange the questionnaire.

These are indicators:

1. The students have low motivation.
2. The students have high anxiety.
3. The students have low self-esteem.





## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

This research is descriptive quantitative research, which have only one variable. It was a kind of method that involved the collection of data for the purpose of describing existing condition. According to Ary (2010, p. 426) states that descriptive research is a study designed to obtain information concerning the current status of the phenomena. Also Setyosari (2010, p.162) states that in descriptive research, the researcher only describes the phenomenon without giving any treatment.

According to Creswell (2012, p. 13) defines that a quantitative research is a type of educational research which approach useful for describing trends. To conduct this research, the researcher specifies narrow questions, locates or develops instruments to gather and answer the data, and analyzes numbers from instruments using statistics. It means that quantitative research is the research that uses the statistic numeric in analyzing the data.

From the theories above, the researcher concludes that descriptive quantitative research is a research to analyze and investigate the problem appropriate to the real situation or actual problem that is supported by accurate theories and use statistic numeric to present the data.

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## B. Time and Location of the Research

This research conducted at Islamic Senior High School Darul Huda Lirik Indragiri Hulu. This school is located on Jln. Pesantren in Lirik Indragiri Hulu regency. This research will be started on October 2019.

## C. Subject and Object of the Research

The subject of this research is the eleventh grade students of Islamic Senior High School Darul Huda Lirik Indragiri Hulu and the object of this research is barrier factors in students' speaking performance.

## D. Population and Sample of the Research

### 1. Population

Population is a group of individuals who have the same characteristic (Creswell, 2012 p. 142). Also Frankel and Wallen (2012, p. 92) state that population is a group to whom the writer would like to generalize the result of the study. The population of this research is the eleventh grade students of Islamic Senior High School Darul Huda Lirik Indragiri Hulu. The population consists of two classes. The total number of the students for this level is 28 students. The detail number of students include in this following table:

**Table III.1**  
**The Total Population of Eleventh Grade Students of Islamic Senior High School Darul Huda Lirik Indragiri Hulu**

No	Class	Students
1	XI IPS	13
2	XI IPA	15
Total		28

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## 2. Sample

Sample is part of population which wants to be analyzed. According to Creswell (2012, p. 142) states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In other words, the researcher can select a sample of individuals who are representative of the entire population.

In this research, the researcher used purposive sampling as the technique to take the sample. According to Ritchie and Lewis (2003, p.107) purposive sampling is known as criterion based sampling. Purposive sampling is designed to select the sample based on the characteristics that the researcher wants to study. Cohen, et.al (2007, p.115) also stated that purposive sampling is used to take the sample based on the researcher's specific needs. In this research, the researcher took one class as a sample and the other one class as a trial class for questionnaire validity. The sample can be seen as follow:

**Table III.2**  
**The Total Sample of the the Eleventh Grade Students of Islamic Senior High School Darul Huda Lirik Indragiri Hulu**

Class	Number of Students
XI IPA	15

## E. Technique of Collecting the Data

There were two kinds of techniques used for collecting data. They were in the following:

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## 1. Oral Test

The researcher used oral test to answer the first research question. According to Brown (2004, p. 3) states that a test in simple test terms is a method of measuring a person's ability knowledge, or performance in a given domain. It is an instrument or a set of techniques, procedures, or items that requires performance on the part of the test-taker. In order to know how is students' speaking performance, the researcher used oral test which related to indicators of speaking performance that consist of grammar, vocabulary, pronunciation, fluency and comprehension.

The type of oral test that used in this research is conversational exchange. Students are given a topic and required to give their opinion about it. This test conducted in the classroom. The researcher asked the students to practise speaking in pairs at least for 2-3 minutes. Then, the researcher scored students' speaking performance according to categories by Brown (2004, p.172-173) as follows:

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**Table III.3**  
**Rubric of Assessing Speaking Performance**

Aspect	Rating Score	Requirement
Grammar	5	Equivalent to that of an educated native speaker.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
	4	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations, including introductions, and casual conversations about current events, as well as work, family, and autobiographical information.
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
Comprehension	5	Equivalent to that of an educated native speaker.
	4	Can understand any conversation within the range of his experience.
	3	Comprehension is quite complete at a normal rate of speech.
	2	Can get the gist of most conversations of non-technical subjects.
	1	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.

The result of speaking performance scored by using five components and each component had score or level. Each component had 20 as the highest score.

The total of all components was 100. The specification of the test is as follows:

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**Table III.4**  
**The Specification of Oral Test**

No	Aspect	Highest Score
1	Grammar	20
2	Vocabulary	20
3	Pronunciation	20
4	Fluency	20
5	Comprehension	20
Total		100

After the students did the test, then the researcher took total score from the result of oral test . According to Arikunto (2009, p. 281) the classification of the students' score can be seen below:

**Table III.5**  
**The Classification of Students' Speaking Ability Score**

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

(Arikunto, 2009, p. 281)

## 2. Questionnaire

In order to know the dominant barrier factors in students' speaking performance, the researcher used questionnaire as a tool to collect the data. According to Sugiyono (2007, p. 142) states that questionnaire is a technique of collecting data that is done by giving some questionn or statement to respondent. In this research, the researcher used close-ended questionnaire which consist of 12 statements.



In this questionnaire, the researcher used 4-point Likert Scale in order to reduce the respondent to choose neutral or undecided. According to Widoyoko (2012, p. 105) argues that the availability of undecided category causes a central tendency effect, especially for respondent who are hesitant to answer. The scales can be seen as follow:

**Table III.6**  
**Likert Scale Table**

Scale	Point
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

## **F. Validity and Reliability**

### **1. Validity**

Validity is the individual's score from an instrument that make sense, meaningful; enable you, as the researcher, to draw conclusion from the sample you are studying to the population (Creswell, 2011). It means that validity is the extent to which inference made from assessment results are appropriate, meaningful, and useful in the terms of the purpose of the assessment.

### **a. Validity of Questionnaire**

Before the questionnaire was given to the sample of this research, they were tried out to eleventh grade students of Islamic Senior High School Darul Huda Lingsing Indragiri Hulu. To know whether the data was valid, the questionnaire was tried out to 13 students and calculated by using SPSS 20.0 version.



In this research, the researcher used constructed validity. The result can be seen as follows:

**Table III.7**  
**Validity of Barrier Factors in Students' Speaking Ability Questionnaire**

Item Number	r Obtain	r Table	Result
1	0.733	0.552	Valid
2	0.741	0.552	Valid
3	0.617	0.552	Valid
4	0.733	0.552	Valid
5	0.722	0.552	Valid
6	0.738	0.552	Valid
7	0.892	0.552	Valid
8	0.612	0.552	Valid
9	0.637	0.552	Valid
10	0.778	0.552	Valid
11	0.648	0.552	Valid
12	0.778	0.552	Valid

## 2. Reliability

Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. The characteristic of reliability is sometimes termed consistency (Brown, 2004 p.20 ). And this research is internal consistency reliability. According to Cresswell (2012, p.161), internal consistency reliability is the instrument administered once; using one version of the instrument.

The table below is the categories of reliability test used in determining the level of reliability of the questionnaire.





**Table III.8**  
**The level of Acceptable Reliability**

No	Reliability	Validity
1	>0.90	Very High Reliable
2	0.80 – 0.90	High Reliable
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Marginally/Minimally
5	<0.60	Unacceptable Reliable

(Cohen, et.al, 2007 p. 506)

#### 4. Reliability of Questionnaire

To obtain the reliability of questionnaire given, the researcher used SPSS 20.0 Program to find out whether the questionnaire was reliable or not.

**Table III.9**  
**Reliability Statistic of Barrier Factors in Students' Speaking Ability Questionnaire**

Cronbach's Alpha	N of Items
,935	12

Based on the table above, the score of cronbach's alpha in this research was 0.935. It meant that the score was in range >0.90 which is the level of reliability was in very high reliable.

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## G. Technique of Analysis the Data

In analyzing the barrier factors in students' speaking ability at Islamic Senior High School Darul Huda Lirik, the researcher scored the data of questionnaire and took the highest persentage as the dominant barrier factors in students' speaking ability. The researcher used the formula as follow:

$$P = \frac{F}{N} \times 100$$

(Arikunto, 2006, p. 12)

Where:

P = Number of percentage

F = Frequency

N = Number of sample

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher would like to conclude the problem that has been discussed in the previous chapter with the “Analysis of Barrier Factors in Students’ Speaking Performance in Islamic Senior High School Darul Huda Lirik Indragiri Hulu”. In this research, the theoretical part contained the description of speaking performance and the barrier factors in speaking performance.

The data collected by questionnaire that completed by 15 students at eleventh grade of Islamic Senior High School Darul Huda Lirik Indragiri Hulu. All the students who constituted the final sample completed a questionnaire concerning barrier factors in students’ speaking performance; low motivation, high anxiety and low self-esteem.

After analyzing the data, the result showed that from 15 students 63.34% of the students have low motivation, 98.33% of the students have high anxiety and 76.67% of the students have low self-esteem. This statistic indicates that anxiety is the dominant barrier factor in students’ speaking performance at eleventh grade of Islamic Senior High School Darul Huda Lirik Indragiri Hulu.

Students with a low motivation, high anxiety and low self-esteem have problems in achieving good results in speaking performance. On the other hand, students of higher motivation and self-esteem and lower anxiety attain a good level of speaking performance. Therefore, the students need a positive learning environment that can motivates them and helps them to overcome any barrier factors in their speaking performance.

## B. Suggestion

The researcher offers some suggestion as it needed to minimize barrier factors in students' speaking performance.

Teachers should encourage students to study English; the teacher can set good examples to students to raise their motivation in learning English especially in speaking performance.

Teachers should try to create a positive atmosphere to reduce students' anxiety in classroom.

Teachers should take care of students' problems and make them relax in learning in order to build their self-esteem.

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# Appendix 1

## Syllabus

UIN SUSKA RIAU



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### SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB  
Kelas : XI  
Kompetensi Inti :

- 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<p><b>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</b></p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> <li>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</li> </ul> <p><i>Ungkapan menyatakan pendapat/pikiran</i></p> <p><i>I think ...</i> <i>I suppose...</i> <i>In my opinion ...</i></p> <p><i>Unsur Kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya</li> <li>Siswa mengikuti interaksi menyatakan pendapat dan pikiran</li> <li>Siswa menirukan model interaksi menyatakan pendapat dan pikiran</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul> <p><b>Mengeksplorasi</b></p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas.</li> </ul> <p>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>).</p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial ungkapan menyatakan pendapat dan pikiran</li> <li>Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.</li> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> <li>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>	2 x 2 JP

# Appendix 2

## Questionnaire

UIN SUSKA RIAU

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#### Students' Barrier Factors Questionnaire

Name :

Gender : Male / Female

#### Directions (Petunjuk Pengisian Angket)

1. Please fill the identity first  
(Isilah identitas anda terlebih dahulu)
2. Read these statements below carefully  
(Bacalah setiap butir pernyataan dengan cermat)
3. Answer honestly  
(Jawablah pertanyaan dengan jujur)
4. This questionnaire does not affect your score  
(Angket ini tidak mempengaruhi nilai anda)
5. Give thick (√) for one of the answers' column below  
(Berikan tanda (√) pada salah satu kolom jawaban yang tersedia)

Symbol	Abbreviation	Meaning
SA	Strongly Agree (Sangat Setuju)	Choose if you are strongly agree with the statement in the questionnaire below (Dipilih jika Anda sangat setuju dengan pernyataan yang ada di dalam angket)
A	Agree (Setuju)	Choose if you are agree with the statement in the questionnaire below (Dipilih jika Anda setuju dengan pernyataan yang ada di dalam angket)
D	Disagree (Tidak Setuju)	Choose if you are disagree with the statement in the questionnaire below (Dipilih jika Anda tidak setuju dengan pernyataan yang ada di dalam angket)
SD	Strongly Disagree (Sangat Tidak Setuju)	Choose if you are strongly disagree with the statement in the questionnaire below (Dipilih jika Anda sangat tidak setuju dengan pernyataan yang ada di dalam angket)





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No	Statement	Scale			
		SA	A	D	SD
1	I never respond when my teacher asking me. (Saya tidak pernah merespon guru ketika saya ditanya)				
2	I felt uncomfortable when I am asked to participate in speaking activities. (Saya merasa tidak nyaman ketika saya diminta untuk berpartisipasi dalam kegiatan berbicara)				
3	I am afraid of making mistakes while speaking English. (Saya takut membuat kesalahan ketika berbicara bahasa Inggris)				
4	I did nothing to have a good score. (Saya tidak melakukan usaha apapun untuk mendapatkan nilai yang bagus)				
5	I am afraid if my friends will laugh at me when I speak in English in front of the class. (Saya merasa takut jika teman-teman akan menertawakan saya ketika saya berbicara bahasa Inggris di depan kelas)				
6	I felt uncomfortable when my teacher correcting my mistakes in speaking English. (Saya merasa tidak nyaman ketika guru saya memberikan koreksi terhadap kesalahan yang saya lakukan dalam berbicara bahasa Inggris)				
7	My teacher never praise me when I answer correctly. (Guru saya tidak pernah memuji saya walaupun saya menjawab dengan benar)				
8	I am ashamed to raise my hand in English class even if I have got an answer. (Saya malu untuk mengangkat tangan walaupun saya memiliki jawaban yang benar ketika belajar bahasa Inggris)				
9	I felt nervous when I speak English in front of the class. (Saya merasa gugup ketika saya berbicara bahasa Inggris di depan kelas)				
10	I thought that the atmosphere in the speaking class is boring. (Saya merasa suasana di dalam kelas berbicara membosankan)				
11	I trembled when I know that I am going to be called on in speaking class. (Saya gemetar ketika saya tahu bahwa saya akan di panggil dalam kelas berbicara)				
12	I felt my heart beats faster when I am asked to speak in English. (Saya merasa jantung saya berdebar-debar ketika diminta untuk menjawab dalam bahasa Inggris)				

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## Appendix 3

### Recapitulation of Questionnaire Data

UIN SUSKA RIAU

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Recapitulation of Barrier Factors in  
Students' Speaking Ability (Try Out)

Sampel	Barrier Factors in Students' Speaking Ability (Try Out)												Total
	S1	S1	S1	S1	S1	S1	S1	S1	S1	S1	S1	S1	
Student 1	3	3	4	3	4	3	3	3	3	3	3	3	38
Student 2	4	4	3	4	4	3	3	4	3	3	4	3	42
Student 3	4	4	4	4	4	4	4	3	4	3	4	3	45
Student 4	2	3	3	2	3	2	2	3	3	2	3	2	30
Student 5	4	4	4	4	4	4	4	4	4	4	4	4	48
Student 6	3	3	2	3	4	3	2	3	3	2	3	2	33
Student 7	3	4	3	3	4	4	3	3	4	3	3	3	40
Student 8	3	3	2	3	3	2	3	2	3	3	3	3	33
Student 9	3	4	4	3	4	4	4	3	4	4	4	4	45
Student 10	4	3	4	4	4	3	3	3	3	3	3	3	40
Student 11	3	4	3	3	4	3	3	3	4	2	4	2	38
Student 12	2	3	3	2	3	3	2	2	3	2	3	2	30
Student 13	3	4	4	3	4	4	3	3	4	3	3	3	41

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Recapitulation of Barrier Factors in  
Students' Speaking Ability

Sampel	Barrier Factors in Students' Speaking Ability												Total
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	
Student 1	3	3	3	2	4	3	2	4	4	2	4	3	37
Student 2	3	4	3	2	4	2	2	4	4	4	4	3	39
Student 3	4	3	4	3	4	3	3	3	4	4	4	3	42
Student 4	3	4	3	2	3	3	3	3	4	2	3	2	35
Student 5	2	4	2	2	4	4	4	3	4	3	3	3	38
Student 6	3	4	3	3	4	3	3	3	3	3	3	2	37
Student 7	3	4	3	3	4	3	4	4	4	2	4	3	41
Student 8	2	3	2	3	2	3	3	4	4	2	3	3	34
Student 9	2	4	4	3	4	2	2	3	4	3	3	4	38
Student 10	3	3	2	2	3	4	3	3	4	4	3	2	36
Student 11	2	4	3	3	4	3	3	4	4	3	4	3	40
Student 12	1	4	2	2	3	3	1	4	3	4	4	3	34
Student 13	3	3	3	2	4	2	3	4	4	4	4	2	38
Student 14	3	4	3	2	4	2	4	2	4	3	3	3	37
Student 15	3	3	4	1	4	3	3	3	4	4	4	2	38



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# Appendix 4

## Recommendation Letters

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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/12197/2019  
Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru 22 Agustus 2019

Kepada  
Yth. Drs. Samsi Hasan, M.H.Sc.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SUCI NURHALIZA  
NIM : 11513203710  
Jurusan : Pendidikan Bahasa Inggris  
Judul : An Analysis of Barrier Factors in Students' Speaking at Darul Huda Lirik  
Islamic Boarding School Indragiri Hulu  
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m  
an. Dekan  
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag  
NIP. 19660924 199503 1 002

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru 22 Agustus 2019

Kepada  
Yth. Nelvia Ibrahim, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SUCI NURHALIZA  
NIM : 11513203710  
Jurusan : Pendidikan Bahasa Inggris  
Judul : An Analysis of Barrier Factors in Students' Speaking at Darul Huda Lirik  
Islamic Boarding School Indragiri Hulu  
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihatirkan terima kasih.

Wassalam  
an. Dekan  
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag  
NIP. 19660924 199503 1 002

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau





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**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

- Jenis yang dibimbing :  
a. Seminar usul Penelitian :  
b. Penulisan Laporan Penelitian :
- Nama Pembimbing : Drs. Samsi Hasan, M. H.Sc.  
a. Nomor Induk Pegawai (NIP) :
- Nama Mahasiswa : Suci Nurhaliza
- Nomor Induk Mahasiswa : 11513203710
- Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	29/8 2019	Background and Formulation of Problem		
2.	2/9 2019	Operational concept		
3.	3/9 2019	Chapter III		
4.	4/9 2019	How far attending session		

Pekanbaru, 4/9 2019  
Pembimbing

Drs. Samsi Hasan, M. H.Sc.  
NIP. 19630803 199303 1 003





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b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. Samsi Hasan, M.H.Sc  
a. Nomor Induk Pegawai (NIP) : 19630803 199303 1 003
3. Nama Mahasiswa : Suci Nurhaliza
4. Nomor Induk Mahasiswa : 11513203710
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	1 Agustus 2020	Writing Research Proposal		
2	6 September 2020	Preparing Research instruments		
3	1 October 2020	Revision of Chapter 1-3		
4	10 October 2020	Chapter 4 - 5		
5	16 October 2020	Revision of Chapter 4 – 5 (1)		
6	8 November 2020	Revision of Chapter 4 – 5 (2)		
7	19 November 2020	Acc for Attending the Final Examination		

Pekanbaru, 19 November 2020  
Pembimbing,

DRS. SAMSI HASAN, M.H.Sc  
N.P. 19630803 199303 1 003



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  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nelvia Ibrahim, M.Pd
  - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Suci Murhaliza
4. Nomor Induk Mahasiswa : 1513203710
5. Kegiatan : Bimbingan Proposal.

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	310719, Wed	Chapter I dan II		
2	100919, Tues	Chapter I, II dan III		
3	031019, Thurs	Chapter I, II		
4	071019, Mon	Chapter III		
5	081019, Tues	Acc Join seminar Proposal		

Pekanbaru, 08 October 2019  
Pembimbing,

NELVIA IBRAHIM, S.Pd, M.Pd  
NIP. 1980101 200710 2 004



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  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nelvia Ibrahim, S.Pd, M.Pd
  - a. Nomor Induk Pegawai (NIP) : 19801101 200710 2 004
3. Nama Mahasiswa : Suci Nurhaliza
4. Nomor Induk Mahasiswa : 11513203710
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	7/12/2020	- Systematic writing in every chapters. -Revise chapter II in relevant research. -Revise chapter IV about the result of data. -Revise chapter V. - Revise the references.		
2	7/12/2020	- Revise chapter I Revise references.		
3.	10/12/2020	- Revise chapter I in Gebhard theory. Revise references.		
4.	10/12/2020	- ACC for Munasqash Exam.		

Pekanbaru, 10 December 2020  
Pembimbing,

NELVIA IBRAHIM, S.Pd, M.Pd  
NIP. 19801101 200710 2 004





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### PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Suci Nurhaliza.....  
Nomor Induk Mahasiswa : 11513203710.....  
Hari/Tanggal Ujian : 14<sup>th</sup> October 2019.....  
Judul Proposal Ujian : An Analysis of Barrier Factors in Students' Speaking.....  
Ability at Islamic Senior High School Darul Huda.....  
Lirik Indragiri Hulu.....  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang  
Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Roswati, S. Pd.I, M.Pd	PENGUJI I		
2.	Nelvia Ibrahim, S.Pd.I, M.Pd	PENGUJI II		

Mengetahui  
a.n. Dekan  
Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag.  
NIM. 19660924 199503 1 002

Pekanbaru, 12 Maret 2020  
Peserta Ujian Proposal

Suci Nurhaliza  
NIM. 11513203710





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**LAMPIRAN BERITA ACARA  
UJIAN PROPOSAL**

Nama : SUCI NURHALIZA  
Nomor Induk Mahasiswa : 1513203710  
Hari/ Tanggal : SENIN / 14<sup>th</sup> Oct 2019  
Judul Proposal Penelitian : AN ANALYSIS OF BARRIER FACTORS IN STUDENTS' SPEAKING ABILITY AT DARUL HUDA LIRIK ISLAMIC BOARDING SCHOOL IN DRAGANI HULU

NO	URAIAN PERBAIKAN
1.	Background should be add with suggestion from the teacher
2.	More about Barrier factors n' explain more about it
3.	Revise your operational concept

Penguji I

RAWATI, S.Pd.I, M.Pd

Pekanbaru, 14<sup>th</sup> Oct 2019  
Penguji II

NEWIA IBRAHIM, S.Pd.I, M.Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

UIN SUSKA RIAU



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Nomor : Un.04/F.II.4/PP.00.9/12046/2019  
Sifat : Biasa  
Lamp. : -  
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 07 Agustus 2019

Kepada  
Yth. Kepala Sekolah  
SMA ISLAM DARUL HUDA  
di  
Tempat

*Assalamu'alaikum warahmatullahi wabarakatuh*  
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : SUCI NURHALIZA  
NIM : 11513203710  
Semester/Tahun : VIII (Delapan)/ 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wakil Dekan III  
Drs. Drs. Nursalim, M.Pd  
NIP. 19660410 199303 1 005

UIN SUSKA RIAU



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**YAYASAN PENDIDIKAN ISLAM LIRIK ( YPIL )**  
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**KULLIYATUD DU'AAT AL ISLAMIYAH**  
**SMAS ISLAM DARUL HUDA LIRIK**  
 Jl. Pesantren, Sei Sagu Kecamatan Lirik Kabupaten Indragiri Hulu 29353

**SURAT IZIN PRA RISET**  
**Nomor: 54/SMAI-DH/X/2019**

Yang bertanda tangan dibawah ini kepala SMAS Islam Darul Huda menerangkan bahwa :

Nama : SUCI NURHALIZA  
 NIM : 11513203710  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan

Telah diberikan izin untuk melaksanakan pra riset di SMAS Islam Darul Huda guna mendapatkan data yang berhubungan dengan penelitiannya.

Demikianlah surat izin ini di berikan kepada yang bersangkutan agar dapat digunakan sebagaimana mestinya, terimakasih.

Lirik, 20 September 2019

Kepala

  
**HELMI RAHIM**



UIN SUSKA RIAU





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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Jl. H. R. Soebrandt No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: eftar\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/2512/2020  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 11 Maret 2020 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh  
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini  
memberitahukan kepada saudara bahwa :

Nama : SUCI NURHALIZA  
NIM : 11513203710  
Semester/Tahun : X (Sepuluh) / 2020  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan  
judul skripsinya : An Analysis of Barrier Factors in Students' Speaking Ability at Islamic  
Senior High School Darul Huda Lirik Indragiri Hulu  
Lokasi Penelitian : SMA Islam Darul Huda  
Waktu Penelitian : 3 Bulan (11 Maret 2020 s.d 11 Juni 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang  
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Rektor  
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.  
NIP.13740704 199803 1 001

Tembusan :  
Rektor UIN Suska Riau

UIN SUSKA RIAU





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State Islamic University of Sultan Syarif Kasim Riau

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
 Email : [dpmtsp@riau.go.id](mailto:dpmtsp@riau.go.id)

### REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/32104  
 TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/2512/2020 Tanggal 11 Maret 2020, dengan ini memberikan rekomendasi kepada:

1. Nama	: SUCI NURHALIZA
2. NIM / KTP	: 115132037100
3. Program Studi	: PENDIDIKAN BAHASA INGGRIS
4. Jenjang	: S1
5. Alamat	: PEKANBARU
6. Judul Penelitian	: AN ANALYSIS OF BARRIER FACTORS IN STUDENTS SPEAKING ABILITY AT ISLAMIC SENIOR HIGH SCHOOL DARUL HUDA LIRIK INDRAGIRI HULU
7. Lokasi Penelitian	: SMA ISLAM DARUL HUDA INDRAGIRI HULU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 16 Maret 2020



Ditandatangani Secara Elektronik Melalui :  
 Sistem Informasi Manajemen Pelayanan (SIMPEL)  
 DINAS PENANAMAN MODAL DAN  
 PELAYANAN TERPADU SATU PINTU  
 PROVINSI RIAU

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

UIN SUSKA RIAU



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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**PEMERINTAH PROVINSI RIAU  
DINAS PENDIDIKAN**

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553  
PEKANBARU

Pekanbaru, 20 Maret 2020

No : 800/Disdik/1.3/2020/13630  
Sifat : Biasa  
Lampiran :  
Hal : Izin Riset / Penelitian

Kepada  
Yth. Kepala SMA Islam Darul Huda  
Lirik  
di-  
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Perencanaan, Pengembangan dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/27681 Tanggal 16 Maret 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : SUCI NURHALIZA  
NIM : 11513203710  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Jenjang : S1  
Alamat : PEKANBARU  
Judul Penelitian : AN ANALYSIS OF BARRIER FACTORS IN STUDENTS SPEAKING ABILITY AT ISLAMIC SENIOR HIGH SCHOOL DARUL HUDA LIRIK INDRAGIRI HULU

Lokasi Penelitian : SMA ISLAM DARUL HUDA LIRIK

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN  
PROVINSI RIAU  
SEKRETARIS



Tembusan:  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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**YAYASAN PENDIDIKAN ISLAM LIRIK ( YPIIL )**  
 مؤسسة دار الحديث العربي الحديث  
**KULLIYATUD DU'AAT AL ISLAMIYAH**  
**SMAS ISLAM DARUL HUDA LIRIK**  
 Jl. Pesantren, Sei Sagu Kecamatan Lirik Kabupaten Indragiri Hulu 29353

No : 56/SMAI-DH/X/2020  
 Lamp : -  
 Hal : Keterangan Riset

Kepada Yth,  
 DEKAN FAKULTAS TARBIYAH DAN KEGURUAN  
 UIN SUSKA RIAU  
 di -  
 Pekanbaru

**Assalamualaikum Wr.Wb**

Dengan Hormat,

Bersama ini kami Kepala SMAS Islam Darul Huda, Kecamatan Lirik, Kabupaten  
 Indragiri Hulu, Provinsi Riau, menerangkan bahwa mahasiswa yang tersebut  
 namanya di bawah ini:

Nama : SUCI NURHALIZA  
 NIM : 11513203710  
 Program Studi : Pendidikan Bahasa Inggris  
 Jenjang : S1

Telah melakukan riset tanggal 23-25 Maret 2020 untuk mendapatkan data yang  
 berhubungan dengan judul skripsinya:

**AN ANALYSIS OF BARRIER FACTORS IN STUDENTS  
 SPEAKING ABILITY AT ISLAMIC SENIOR HIGH SCHOOL  
 DARUL HUDA LIRIK INDRAGIRI HULU**

Demikian surat keterangan riset ini dibuat agar dapat digunakan sebagaimana  
 mestinya, terimakasih.

Lirik, 25 Maret 2020

Kepala



*[Handwritten signature]*



# Appendix 5

## Documentation

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UIN SUSKA RIAU



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## CURRICULUM VITAE

**SUCI NURHALIZA**, She was born on October, 18<sup>th</sup> 1997 in Bangkinang, Kampar. She is the first daughter of beloved couple Muhammad Yanis and Haria. She has one sister named Ghina Putri Ariani. The researcher had finished her Study at State Elementary School 031 Padang Merbau, Koto Perambahan, Kampar.

Junior High School and Senior High School of Pesantren Darul Huda Lirik Indragiri Hulu. Then, at year of 2015 she continued her study at Department of English Education, Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau. In finishing her study at the university and to fulfill requirements for Undergraduate Degree in English Education, she conducted the Research in October 2019 by the thesis entitled “Students’ Speaking Performance and Its Barrier Factors at Islamic Senior High School Darul Huda Lirik Indragiri Hulu”. Finally the researcher followed the Munaqasah Examination in January 21<sup>st</sup> 2021 to get her Bachelor Degree (S.pd).

UIN SUSKA RIAU

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